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ABSTRACT

A number of model lesson plans that use children's literature to teach content area material are presented. The lessons are designed for instruction in either Spanish or English as a Second Language at the elementary school level; some are in English, and some are in Spanish. Each plan identifies the title and basic bibliographic information about the piece of literature, a synopsis of the story, second language teaching strategies that are useful with it, phonics issues to focus on or activities to conduct, structural/grammatical issues, sight words to be emphasized, complementary stories, appropriate songs and drama to accompany the lesson, and specific related themes and activities that focus on other content areas (mathematics, science, social studies, art and language arts). Some plans contain an additional bibliography. Contains 11 references. (MSE)

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ED 383 216

FUSING CROSS-CONTENT AREAS INTO LITERATURE PIECES USING A WHOLE LANGUAGE APPROACH FOR THE ELEMENTARY LEP STUDENT

By Dr. Esther Bonafoux Rivera

As an adjunct professor who teaches courses in Bilingual, Multicultural, and English-as-a Second language education methods and materials courses, I am constantly asked by both pre and in-service teachers for ways in which they can best integrate the existing materials with the innovative methodologies they are presented with in their master's level courses. In an attempt to begin to meet their needs, I developed two simple planning models which teachers can use to teach literature to second language English learners, and Spanish first and second language students.

In Appendix A and B you can see the blank planning model which is to be used when planning to teach a literature piece to elementary students. For the English-as-a Second language model, I began by identifying second language teaching strategies which can be used for a particular book. These strategies will vary and several different kinds of strategies can be used on one literary piece depending upon the teacher's perception of the students needs and interests.

Phonetic elements which are included in the literature piece are the next feature to be selected by the teacher. This selection should be limited as only one phonetic feature should be worked on. The teacher then selects structural analysis activities which s/he wants to highlight. Sight words are then identified. Not all of the sight words in the literature piece need to be used. The teacher will use her/his judgment as to which word(s) will be featured.

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The teacher will then list possible themes which are in the literary piece. S/he researches in as many places possible, for additional children's literature which would complement the piece. Poems, songs, rhymes and drama pieces which have the same thematic idea and are at the same educational level are located for use by the teacher. The teacher then pinpoints the academic disciplines which can be elaborated to enhance the themes. S/he then spans the topics across the content areas staying within the same educational level.

The Spanish children's literature planning model uses a different format than the English-as-a Second language model, because different features have to be highlighted when teaching the reading of Spanish as a whole language. First, the teacher identifies teaching and learning strategies and techniques which are being used in the United States but, may or may not be used in Spanish speaking countries. The next area for planning would be the phonetic features which the teacher wants to have the student develop skills in. Since when using the whole language approach, the separate development of phonetic features using the consonant-vowel drills is not desirable; the teacher will have to present the phonetic elements through the literature. The structural analysis will be the same as it is for the English-as-a Second language lesson. It seems reasonable to suggest, that when teaching students to read in Spanish, the development of orthography skills are critical to the student's ability to perform. Another feature, which is prevalent in Spanish children's literature, is the identification of the moral of the story. Therefore, students should be taught how to identify this part of the story.

As in the English-as-a Second language planning model, the use of poetry, song, rhymes and drama which complement the literature piece should be included when teaching a literature piece using the whole language approach. Finally, crossing the academic disciplines throught content area instruction enhances the learning and makes it whole. At this point, additional, non-fiction academic content reading selections can be added or introduced.

The following planning models, some of which are in English for English-as-a Second language instruction, and some of which are for instruction in Spanish were completed using literature to show how the planning models can be manipulated to accomodate the teacher's perception of the student's learning needs and interest. Naturally, any teacher who wishes to try out or use these models will fill in the Appendix form in ways which would best suit the teacher's and the student's needs.

Title: A Birthday for Frances
Author & Illustrator: Russel Hoban & Lillian Hoban
Published by: Scholastic, Inc.
Year of publication: 1968 Place: New York, N.Y.

Synopsis: Frances is upset that her sister is having a birthday and not she. In this story, Frances learns that everyone has their own birthday and that day is your own special day.

Second Language Strategies:

Total Physical Response

*Bring candy, cake, balloons, streamers, soda, games, party favors, birthday candles, present, party hats, music.

*Set up the classroom with streamers as if you were having a birthday party. On a table with a tablecloth, have a cake with the candles, favors, and hats. Have balloons floating in the room.

Have presents on a table. Party bags filled with candy. Demonstrate the items and then have the students repeat the names.

Phonics: Identify short " i " (It, little, sister)

Have the students count how many words have the short i.

Structural Analysis: Identify the quotation marks. Quotation marks shows that someone is saying or has said. " Who is Alice? "

Also teach the grammatical rule that periods, commas, question marks go inside the ending quotation mark.

" well, " or " Gloria loves sweets "

Quotation marks tell us that a conversation is going on between the characters.

Sight Words: A, for, in , if, is, it, into

Complementary Literature:

Bread and Jam for Frances
Bedtime for Frances
Happy Birthday Bear

Songs/Drama:

" Happy Birthday to you "
" Manzanita de Peru, cuántos años tienes tú? "

Cross-content topics:

Mathematics: - Make a bar graph of their favorite flavor cake.
- Graph birthdays, (How many people are born in January?, February?.....)
- Count the candles on the cake.
- Days of the week
- Months in the year

Science: - Bake a cake in the classroom.

Social Studies: - Talk about holidays. What are holidays? Why are they important? Compare holidays. Talk about birthdays.

Art and Language Arts: - Make a birthday invitation.

Themes: - Special occasions, Birthdays, holidays, and Anniversaries

Bibliography

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Belpre, Pura. Perez y Martina, 1991, New York, New York: Viking Penguin, Penguin Group.

Gackenbach, Argentina. Un Dia Caluroso, 1979, New York, New York: Scholastic Inc.

Galdone, Paul. The Three Billy Goats Gruff, 1973, New York, New York, Clarion Books, Houghtin Mifflin**

Aardema, Verna. Why mosquitoes buzz in people's ears, 1975, New York, New York, Dial Press

Moguel, Margarita. Los Duendes y el Zapatero, 1993, Bostan, Massachusetts, Houghton Mifflin Company

Title: Amelia Bedelia's Family Album
Author: Peggy Parish
Illustrator: Lynn Sweat
Publisher: William Morrow and Company, Inc.
Year Published: 1988
Place: New York City, New York

Synopsis: Describing family members can provide some humorous surprises. After reading Amelia Bedelia's Family Album, students will realize that what someone says may mean something different from what one thought!

Second Language Teaching Strategies:
Prereading Strategies
Building Background
Structural Analysis

Decoding strategies - substitution; blending. Write the word " whole " on the board or chart paper. Model the substitution strategy by covering the letters " wh " with a letter card p to make the word pole. Ask students to suggest other words with the spelling pattern - ole. Have them use the substitution and blending strategies to build the words. Write rhymes and illustrate them.

Phonics

Relating known words and word parts. Think aloud - if I come to a word I don't know, I look for the parts of the word that I do know. The word invite might look strange. To help me, I find - in, a word I know. The next part vite looks like another I know, ite - bite. Maybe they sound alike, too: Bite - vite. I put the two parts together. Ask students to use the strategy on other words: nephew/ phew/ few - neighbors (neigh/ weigh)

Cross Content Topics

Integrating Language Arts and Social Studies

Career Day

1. Find out about different kinds of jobs.
2. Invite parents to school to talk about their careers.
3. Set up a career corner inthe classroom - introducing other careers.
4. Bring in objects or pictures that relate to that career.
5. Talk about what the individual really does.
6. Have students work in groups to come up with a word play for that career.
7. Have students each dictate a language - experience dialog about a new career.

Integrating Language Arts and Social Studies

Working on a Family Tree

1. Find out moreabout your family.
2. Gather information. Ask you parents or grandparents questions. Take notes or tape record what they say.
3. Record the answers to the questions on the family tree.

Language Arts / Social Studies

Family Flags

1. Do you have relatives in other states? Other countries?
2. Use a map to identify where they live.
3. Whose relatives live the farthest away?
4. Make flags and stick one where each relative lives.

Language Arts / Mathematics / Science

1. After completion of the Family Flags Activity, graphing can be promoted.
2. Recipes can be formed in preparation for a class party.

Multicultural Perspectives:
Like Amelia Bedelia, people have parties and celebrate special times all over the world.

1. In Puerto Rico, people celebrate the country's bitrhday on July 25. September 16 is Mexico's birthday.
2. On May 5, people in Japan celebrate Children's Day.
3. Kwanzaa is an African American celebration based on the traditional African festival of the harvest and first crops. It begins on December 26 and last seven days.

Possible Themes: All the literary themes are covered.

1. Self - growth can be developed through the multicultural perspective gained.
2. Relationship with others - working in groups discovering about people, families, and careers.
3. Responsibility - making decisions about who to invite, what to have at a party are all part of the responsibility and development.
4. Discovery - photography, videos are obvious areas to be discovered and a big interest int his area can certainly be motivated from this book.
5. Map study as well as humor are also possible themes that were enhances from this literature book.

Activities

1. Magnetic Art - After creating a photograph through an art medium, it may be placed on the refrigerator.
2. Rhymes - Make them up and create a T.V. show.
3. Word Cards - words that rhyme. Play card games with family members and friends.

Books written by Peggy Parish

1. " Amelia Bedelia " (Harper, 1963)
2. " Amelia Bedelia and the Surprise Shower " (Harper Trophy, 1966)
3. " Pirate Island Adventure " (Dell, 1975)

Title: Caps for Sale
Author: Esphyr Slobodkina
Publisher: Harper Collins, 1968, U.S.A
Illustrator: Esphyr Slobodkina
(Available in filmstrip, cassette, record and is included in many anthologies.)

Synopsis:

A peddler walks up and down the streets selling a huge pile of caps he balances on the top of his head. He goes into the country and decides to take a nap leaning against a tree with the caps still balanced on his head.

He awakens to find his caps missing except for his own. He notices monkeys up on a tree each wearing a cap, sixteen to be exact. His efforts are then spent trying to get his caps back. He finally realizes that the monkeys imitated everything he did and got his caps back.

Second Language Strategies:

The following strategies could be used in combination or separately depending on the level of your children. Some are adequate for pre-reading and some are appropriate for post-reading.

Brainstorming and webbing:

- Tell me everything you know or that comes to mind when you hear the word " hat ". This taps into prior knowledge and experiences.
- What are hats used for?

Total Physical Response

The story can be mimed or acted out along with the reading. The different facial expressions and body movements can easily help the students understand the emotions and vocabulary expressed by the characters. For example, the peddler's frustration with the monkeys. Also, the monkeys imitations of the peddler.

Visuals

Bring in different kinds of hats and pictures of hats. Identify the hats and try to elicit responses from the students.

Bloom's Taxonomy Questions

- Have the students explain the story in their own words.
- The students will analyze the different parts of the story.
- Evaluation questions: Use a situation in the story and evaluate the ethics. For example, " Did you think it was right for the peddler to scream and get angry? ", etc.

Oral - Aural:

A sample question: " How does you favorite hat make you feel? "

Reviewing the hard c

1. The hard c: Have the students name all the words they hear with the / k / sound. Sample words in the story are: cap, come, carried, become. (Teacher makes up chart.)
2. Students do c - picture books in which they draw pictures of things that have the / k / sound. Such as cap, cake , castle, coconut and so on.
3. The students write down as many words they can think of with c / k / sound.

Reviewing the short a

1. Find words in the story with the shirt a sound, like cap, sat, back, etc.
2. Work with the ap family (cap, gap, lap, map, nap, rap, sap) and make consonant strips for the ap family.

Structural Analysis

1. Plurals: Explain that some words when meaning more than one have the letter s added at the end. For example: cap - caps monkey - monkeys
2. Synonyms: Find some words that mean the same as cap (hat, hood)
3. Antonyms: Find words in the story that are opposite in meaning (country - town , down - up) or find the antonyms to selected words like hungry, angry, sit, and so on.
4. Punctuation: Punctuation can effect the meaning conveyed by a sentence. It represents pauses and pitch changes that would occur if the passage were read aloud. The punctuation that can be reviewed or taught are:
   a) Commas and dashes; " and he walked out of town - slowly, slowly, so as not to upset his caps. "
   b) Quotation marks; "" Tsz, tsz, tsz. "".
   c) Exclamation points; "" Caps! Caps! Caps for sale! Fifty cents a cap! "".
   d) Periods; " The monkeys looked at the peddler."
   e) Question marks; " And what do you think he saw? ".

Verbs

List all the action words involving the characters, mainly the peddler and the monkeys. After having list, have the students act out the words. (TPR for LEP's)

Sight Words

Have the students look for the following words in the story: down, morning, up, their.

Scramble the letters from the words and have the students arrange them correctly.

Write some sentences in cloze form so that they can pick the appropriate answer for the blank.

Phonics

Review the hard c and the short a.

Cross Content Topics:

Math

1. Have the students do one to one correspondence between the hats and the monkeys.
2. Ordinal numbers. What happened first, second, etc.
3. Graphing. Do a graph after asking the students their favorite color hat.
4. Count how many times the word cap(s) appears in the story.
5. Probability. How many possible ways can you carry 16 caps?
6. Problem solving . Using addition, multiplication, division.
7. Money value.

Science

1. Seasons. What kinds of hats do you wear for each of the seasons? Why?
2. Research monkeys. How do they live, act, react? Do they really imitate people?

Social Studies

1. Communities.
   - Identify community services and their workers. Identify hats used.

Have students draw the hats.
- Give examples of some goods and services found in their communities.
- Make a community map.
- Discuss how people use the money they earn.
- Discuss hats used in different cultures.
- Interpersonal and group relations.
- Discuss likes and dislikes.
- Have student do cooperative assignments.

Art

Have students make elaborate hats out of paper plates definitive of their personality.

Culminating Activities

Declare a Hat Day and have the students hold a hat parade and display their hand made hats.

Writing

Change the ending of the story or even add more characters to make the story more interesting.

Have the students place themselves in the peddler's shoes, and write about their experience.

Music

Sing the song " My Hat ". (This song was written by a teacher at P.S. 169 in Brooklyn named Gail Rosenberg. The music is from a music teacher also at P.S. 169, his name is Howard Rosen.)

Before I go outside
I reach my hand up high
And on a hook I find
My hat (my hat)

(chorus)
A different one each time
Any weather rain or shine
Sometimes tall, sometimes small
It's my hat (my hat)

Some are flat and some are round
Some have flowers on the crown
Whether old or new
It's my hat (my hat)

My sister's has a bow
She wears it to a show
She's always proud I know
It's her hat (her hat)

A nurse wears one that's white
A fireman's black as night
A miner's has a light
It's my hat (my hat)

Complementary Literature

Theme " hats "

Adams, Pam. Mrs. Honey's Hat. Child's Play, 1980.
Barkan, Joanne. That Fat Hat. Scholastics, 1992
Berenstain, Stan & Berenstain, Janice. Old Hat, New Hat. Random Books, 1970
Dr. Seuss. The Five Hundred Hats of Bartholomew Cubbins. Random Books, 1938.
Rohmer, Harriet & Olivarez, Anna. Uncle Nacho's Hat. Children's Book Press, 1990
Shelly, Wait & Strangl, Jean. Hats, Hats, and More Hats. Fearon Teach Aids, 1989.
Slobodkina, Esphyr. Vicky's New Hat. Outlet Bk. Co., 1989.

Theme " monkeys "

Gelmen, Rita. Monkey Grows Up. Scholastic Inc., 1991.
Gave, Marc. Monkey See, Monkey Do. Scholastic Inc., 1993.
Jones, Charles. Monkey, Monkey. Anchorage, 1986.
Rey, H.A. Cecily G. & the Nine Monkeys. Sandpiper, 1989.

Rhyme

Cristelow, Eileen. Five Little Monkeys Jumping on the Bed. Clarion Bks, 1991.

Title: The Carrot Seed
Author: Ruth Krauss
Illustrator: Crockett Johnson
Publisher: Harper & Row
Place of Publication: United States of America
Year of Publication: 1989

Synopsis:

This story is about a little boy who was sure that out of a carrot seed, he would be able to get a carrot. His family disagreed with him, but he goes on with his plan of planting his seed. At the end of the story, the boy's dream was fulfilled.

Second Language Strategies:

1. Visuals
2. Total Physical Response
3. Pantomime

Phonics (Activity after the actual reading)

Review initial consonant sounds

1) Select some words from the story to read aloud and have the children distinguish the initial sounds. To do this, we would play the bingo sound game. The bingo sound game resembles the original bingo game. The only difference is that instead of numbers, the cards contain letters. The teacher reads a set of words taken from the story, and the children check their card (ditto sheet) for the letter that represents the word's initial sound. This game goes on until one child has covered his/her entire card.

2) After the game the children can be divided into groups of two's, so that they may brainstorm a list of words beginning with the same graphemes as that of their bingo card.

3) The students can help the teacher make a class list of the vocabulary words they came up with. This list should be placed in an area where the children will be able to read independently. It will also help the children double check their spelling thus, reinforcing their writing skill.

Note: The same activity can be used to reinforce final consonant sounds.

Structural Analysis: Contractions

Select the contractions from the story to introduce or reinforce the concept of contractions.

Process

a. Explain the process of it ... how two words where combined into one through the use of an apostrophe; which represents the letter or letters that were omitted in the process.

b. Reinforce the activity

1. Through a game
2. On an experience chart, brainstorm the contraction word they have encountered in other stories.

Phonics:

blends, antonyms and rhyming of words

The blends that are reinforced throughout the story are:

br -- brother
fr -- afraid
gr -- ground

The teacher can introduce other blends that are formed with the r' such as cr, dr, tr and wr.

The words from the story to which there's an antonym are:

boy -- girl	come -- go
will -- won't	nothing -- something
mother -- father	everyone -- no one
afraid -- brave	he -- she
up -- down	day -- night
big -- small	little -- big

Words that can be rhymed with other words in the story are:

Seed with weed ground with around

The children can be asked to look for a rhyming word to other words in the story such as:

carrot with parrot
big with wig
day with clay
boy with toy
came with same
seed with need

Sight Words

Play, Steal the Word. This game follows the same rules as the game steal the bacon. Whoever gets to the word first steals the word. The way it's played is that, the teacher places a set of index cards on the floor. Each card has a word written on it. The children are divided into two groups. Each of the members from the opposite team shares a similar number to that of their team. When their number is called they are required to pickup a given word. The first one to pickup the word gets their team a point. The team to get fifteen points (cards) first wins the game.

Complementary Literature

Plants and People are Partners?
The bulb
SEEDS and WEEDS
All about Seeds
The tomato
The orange
Plants, SEEDS and flowers
The seed

Poetry

Note: I would have the children pantomime the actions being described in the poem.

TOMMY

I put a seed into the ground
And said, " I'll watch it grow. "
I watered it and cared for it
As well as I could know.
One day I walked in my backyard,
And oh, what did I see!
My seed had popped itself right out,
Without consulting me.

- Guendolyn Brooks

What is Orange?
Orange is a tiger lily,
A carrot,

A feather from
A parrot,
A flame,
The wildest color
You can name.
Orange is a happy day
Saying good-by
In a sunset that
Shocks the sky.
Orange is brave
Orange is bold
It's bittersweet
And marigold.
Orange is zip
Orange is dash
The brightest stripe
In a Roman sash.
Orange is an orange
Also a mango
Orange is music
Of the tango.
Orange is the fur
Of the fiery fox,
The brightest crayon
In the box.
And in the fall
When the leaves are turning
Orange is the smell
Of a bonfire burning....

- Mary O'Neill

Songs

Planting seeds - sing to the melody of Hokey Pokey

You get a pot of soil
You plant the seeds right in
You plant the seeds right in
and you cover all around
You add a little water
and let the sun shine, shine
that's what it's all about
Planting seeds
You help your seeds grow
You help your seeds grow
You help your seeds grow
That's what it's all about

- Lucrecia Crespo-Matos

Cross - Content - Question
Science

What came from a seed?
How does the climate affects the crop?
How do seeds travel?
What makes a seed?
Labeling the parts of a plant
Plant some seeds: Observe and write about the changes taking place

Math

Compare the shapes of fruits and vegetables to the geometric shapes used in math.

Make a graph illustrating the length of time that different fruits or vegetables take to complete their cycle.

Make a chart comparing the number of fruits that grow from different kinds of seeds.

Possible Themes:

Science: How the climate affects what we eat. (Discovery)
Trees and Plants. (Discovery)
Eating healthy (responsibility)
The five food groups (responsibility)
The county and the city - How each depends on the other? (Relationship with others)

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Poelker, K. (1989). 'Una Gotita de Sol'. Illinois: Look at Me Records

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Vallarta, L., C. (1989). El Chocolate. Mexico: Editorial Patria.

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Walker, C. (1990). Our Changing Earth. U.S.A.: Modern Curriculum Press, Inc.

Walker, C. (1990). What our Earth is made of. U.S.A.: Modern Curriculum Press, Inc.

Warren, E. (1975). I can read about trees and plants. New Jersey: Troll Associates.

Titulo: La Semilla de Zanahoria
Autor: Ruth Krauss (Traducio - Argentina Palacias)
Ilustrador: Crockett Johson
Ano Publicado: 1945 Sholastic House

Resumen

Un nino quiere sembrar una semilla de zanahoria. Su familia le dice que es imposible.

Estrategias de Segundo Idioma

- Actuacion
- Uso de dibujos para decir la historia
- Nombre los personajes
- Grafica de las experiencias naturales

Actvividades Foneticas

- El Sonido de la br como en brotor.
- Los ninos horan una lista de palabras que contengan el sonido br.
- Luego la learan a la clase. Los estudiantes identificaran las silabras donde se produce el sonido.
- El sonido de la letra N como en ninito.
- Lista de palabras con sonido en N en la historia. En que silaba se producen?

Analisis Estructural

- Oraciones simples - un solo verbo. Encuentre 3 oraciones simples en la historia.
- Indentifique las oraciones como simples - oraciones simples en la historia.
- Frases que no contienen verbo identifique tres frases en las historia.

Vocabulario

un	nino	su	con
de	me	no	las

Literatura Complementuria

Little Red Hen and the Grain of Wheat
por: Sara Cone Bryant

Ticky-Picky Boom-Boom
por: Philip M. Sherlock

The Twelve Months
por: Virginia Havilland

Como Crecen Las Plantas Nuevas
Por Colin Walker
Sylvia Madrigal adaptacion

Las Diferentes Cosas que Vienen de las Plantas
por: Colin Walker
Sylvia Madrigal adaptacion

Poesias/Canciones/Rimas

- La Manzana: por Carlos Daria
- El Viento y el Arbol: por Evelyn Aron

Spring is in the Air: por Bob Schnieder
I Want to be a Farmer: por Pete Sieden

Cruce de Topicos

Ciencias

El ciclo de vida de las plantas. Illustracion de una flor y una lista de sus partes.
Siembra una zanahoria en la clase. Documenta la forma de crecimento.
Siembra una judia blanca en un recipierte. Observa su progreso.
Colectar algunas semillas. Comparte la coleccion con tus amigos.
Donde crecen mejor las semillas(arena, tierra, agua)? Experimento en la clase.

Matematicas

Grafica de crecimiento de la judias blancas y la zanahoria.
Agrupar frijoles por color, forma, textura.
Agrupar los frijoles en grupos de 3, 4, 5, etc.
Medir el crecimiento con una regla.
Clasificar cuales de estos alimentos vienen de las plantas y cuales no.

Ciencias Sociales

Hablar sobre conceptos principales

La gente obtiene diferentes alimentos
Los cereales, que vienen de grano De donde vienen?
Como llegan los productos al supermercado?

Arte

Hacer flores de papel
Hace un jardin
Hace un libro de flores
Hacer flores de plastico

Temas

Viaje a la floreria.
Viaje al criadero de plantas.
Viaje al jardin botanico.
Paseo por el vecindario observando las plantas.
Dia de flores.
Hacer cuentos de flores.
Un dia para siembra.
Hacer ensaladas de diferentes tipos.

Title: Cinderella
Publisher: Random House, New York
Year Published: 1974
Author: Charles Perrault

Synopsis:

This story is about an orphaned girl who lived with a wicked stepmother and two stepsisters. In all her misery, she still maintained a happy and caring personality. At one point, all maidens of the land were invited to the king's ball. Yet, Cinderella was not able to go due to the cruelty of the step family. At this point a fairy godmother appears which provides the opportunity for Cinderella to go. The prince meets Cinderella who is incognito and falls in love with her. Midnight comes, which at this time the magical spell afforded by the fairy godmother, disappears. In her hurry to leave the palace, she drops her glass slipper and disappears. The prince vows he'll marry the girl that fits the slipper. After a major search, Cinderella is discovered. They marry and live happily ever after.

Second Language Teaching Strategies:

1 - TPR - Total Physical Response
2 - Thematic webbing for before and after readings.
3 - Visual Aid
4 - Reading aloud.

Structural Analysis: The story can be used to teach the use of quotation marks, exclamation points, commas, periods and the use of the upper case letters for emphasis.

Activity: For the use of the punctuation marks. Have students make up to four sentences and use the correct punctuation.

Sight Words: Cinderella's bibbidi, bobbidi, boo, hooray, ah, surprise, sash, beads, fairy, wand, stepmother.

Phonics: The use of the title "Cinderella" can be used to show the different sounds of the letter "C". One is a |K| sound while the other is a |S| sound. Note the facts that different vowels will make the difference in sound of the letter "C". Also the use of the double letters as "ll" in "Cinderella" to show that the pronunciation of a double letter is the same as that of a single letter.

Complementary Literature:

Sarah, Plain & Tall by Patricia MacLachlan -
Publisher: Harper Collins
Little House on the Prairie by Laura Ingalls Wilder -
Publisher: Harper Collins
The Family: Children by Parramon/Ruis
The Incredible Journey by Sheila Burnford -
Publisher: Bantam Books
The Secret Garden by Frances H. Burnett -
Publisher: Harper Collins

Poetry/Songs/Rhymes:

"Old MacDonald had a Farm"

Song: "Bibbidi, bobbidi boo" by Walt Disney Productions
"Friendship" by Cole Porter

Rhyme: "Three Blind Mice"

Cross Content Topics:

Science - The use of the book The Carrot Seed by Keith Krauss to explain the life cycle of a plant (pumpkin).

Activity: Have children bring in pumpkin seeds and plant them, water them and keep a journal of seed/plant progress.

Activity: During Halloween, cut out and scoop out insides of a pumpkin. Explain and have them observe and touch what makes a pumpkin.
Activity: In the story, it is mentioned that "Cinderella could not believe her eyes". With the children, discuss and use TPR (Total Physical Response) in describing parts of the face.
Possible Themes:
Social Studies - One can explain what a family is and what it is made up of. For example, the family is comprised of a mother, father, brothers and sisters. You can continue to extend from the nuclear family to other possibilities such as Cinderella's stepmother and step sisters.
Activities:

1. Have children draw a family tree using apples. Inside each apple, place a picture of a family member.
2. Have children do a role-playing in classroom. Assign different characters, i.e., mother, father, etc. to each child and have them act out their characters. Also in social studies and ESL (English as a Second Language) one can teach about the different rooms and their functions in a house/apartment.
3. For an art project, use a large shoe box and have student divide it into different rooms. Each room should be decorated and identified in its use.
4. For cooperative learning use, assign different groups to draw and color/paint one particular room, i.e. kitchen. Different groups will do different rooms and later combine all rooms and place on mural paper for construction of a house/apartment. In social studies, one can discuss what friends are. A friend in one who is reliable, trustworthy and fun to be with.
5. Have child make a book about what he/she does with their best friend. Have them write and color activities.
6. Teach children the Cole Porter song "Friendship".
7. In continuation of the social studies themes, one can use the story of Cinderella to explain methods of transportation. For example, have the children brainstorm different ways of getting from one place to another i.e., how did they get to school today?
8. Have children cut out from magazines and newspapers different methods of transportation and later to make them into collages.
9. Using building blocks and/or Lego, children in groups can make different vehicles of transportation, i.e. construct cars, buses, trucks, etc. An extension of this activity can be used for science in order to explain how objects move.
10. Use Cinderella, to identify different kinds of occupations. In the story, there is the use of a maid and a mail carrier. To expand upon this, you can introduce the service and use of community workers such as firemen, policemen, mailmen, etc.
11. Take children out on a neighborhood walk to visit the community workers on the job, i.e. fire station. Take pictures and make a class pop-up book.

Math - The story can be used to introduce measurement, time and directions. For example, Cinderella had to be home by 12 o'clock midnight. Also, measurement is shown when the mice are altering Cinderella's dress. For directions, Cinderella had to do her chores going "up" and "down" "left" and "right", etc.
Activities:

1. Have children look at the clock before starting their homework and

then check the time, when finished. Ask them to count how many hours have gone by.

2. For measurement, using paper clips, have children measure height of a child. How many paper clips tall?
3. For map skills, the use of directions is essential. In the room, place a reward - i.e. sticker. Indicate to child direction to be taken such as - go left, turn right, go up, go down, until reaching reward.

Science - The story introduces farm animals such as horses, dogs, cats, mice, chicken, ducks, cows, pigs, etc. Also what is explored are emotions such as happiness, sadness, surprise, anger, hatred, envy, and love.

Activities:

1. Take children on a trip to the farm. Show all animals involved and not involved in the story. Take pictures. Upon return, construct the story "Our Visit to the Farm" using the mural paper. Attach pictures and write children's sentiments underneath pictures.
2. For emotions, tell the story of the "Ugly Duckling". Discuss later with children how they felt during different parts of the story.

Language Arts - Discuss the possibilities of the story with children. For example, is it possible to wear glass slippers? Can a pumpkin turn into a coach? Can mice turn into horses? etc. Have them explain their points of "reality" with the rest of the class.

Title: Green Eggs and Ham
Author: Dr. Theodor Seuss Geisel
Illustration: Dr. Theodor Seuss Geisel
Date Published: 1960 Beginner Books, Random House Inc.

Synopsis

Green Eggs and Ham is a short, fast-paced rhythmic story. The two characters in this story are plunged together in a sea of sight words and rhythmic sounds. Both characters have strong personalities and are determined to get their own way. One wants to enjoy his own company and the other insists he try something new to eat.

Second Language Strategies

1) Total physical response
2) Retell the story through the use of pictures
3) Students identify story characters using pictures.
4) Students can role play parts of the dialogue.
5) Label items mentioned in the book.

Phonics

1) Identify rhyming words:
   sam - ham here - there
   house - mouse box - fox
2) Identify sounds of initial and final consonants:
   am - that - not - you - eggs
   ham - do - like - green - and
3) Identify blends and digraphs:

train	where	with	would
green	could	that	them

Structural Analysis

1) Interrogative sentences:
   Do you like green eggs and ham?
   Would you like them in the house?
2) Exclamation points:
   Eat them! Eat them! Here they are!
   Not one the train! Not on the tree!
   Not in the car! Sam let me be!
3) Identify nouns:

house	car	boat	mouse
tree	box	fox	train
egg	goat	ham	

4) Identify pronouns:

I	them	they

Sight Words

I	am	do	like	here
there	would	them	you	and
green	not			

Complementary Literature

Stone Soup	by: Marcia Brown
The Very Hungry Caterpillar	by: Eric Carle
My Five Senses	by: Aliki
Gregory, the Terrible Eater	by: Mitchell Sharmat

Songs and Poems

The Eat Song	by: Bob Schneider
Munching	By Lee Bennett Hopkins

Cross Content

Science

1) Class will learn about senses by sampling food.

My Five Senses: Let's learn about our five senses through their use.

What does it look like?
What does it smell like?
What does it feel like?
What does it taste like?
What does it sound like?

2) Discuss nutrition:
   What foods keep us healthy?
   What foods give us energy?
   Which foods make our teeth and bones strong?
3) Discuss the origins of food:
   Where does our food come from?
   Where do vegetables come from?
   How do vegetables grow?
   Who produces our vegetables?
   Where does milk come from?
   Where do animals live?
   What do animals eat?
   Do we eat animals?
4) Discuss the meals we eat:
   Can you identify breakfast foods?
   Can you identify lunch foods?
   Can you identify dinner foods?
   Can you identify snack foods?
   What is your favorite meal?
   How are foods cooked?
   Are all foods cooked?

Math

1) Graphs that show likes and dislikes of food.
2) Shop for breakfast. Breakdown the cost.
3) Order from the menu. How much will your order cost?
4) Word problems, addition drills, subtraction drills

Social Studies

1) Discuss location using directional words:

here	there	up	down
anywhere	in	over	under
top	bottom	left	right

2) Map skills:
   Use the neighborhood maps, student made maps, puzzle maps.
   Point out directions on maps (east, west, north, south, across, up, down, top, bottom, around).
3) Transportation modes:
   Discuss how we get from one place to the next (train, car, boat, plane, surfing, roller skating, walk, run, jump, skip).
   How do you get to school?
   How do you get to the mall?
   How would you travel to Mexico? And why?

Literature Skills

Use semantic map. What foods do you like and don't like? What foods you thought you did not like, tasted them and then did like?

Comprehension Skills

1) Recall and sequence story
2) Recognize main idea
3) Describe character traits
4) Draw conclusion

5) Classify objects in story
6) List items in story
7) Sequence story, use cards, use objects
8) Retell the story to the class. Have a student read the story into a tape or video recorder.
9) Read story in a chorus
10) Sing and read story in Rap style

Art Activities

Drama

Perform the story in class or auditorium, use two, students. Use objects mentioned in Green Eggs and Ham. Objects can be made animated by performing students. Perform the story in play format. Perform the play, for class or school in two different styles. One style, being fast for rhythmic patterns and the second style at a slower pace. Then discuss which pace was preferred.

1) Draw favorite part of story
2) Make a puppet
3) Make a class book, (butcher paper)
4) Make your own book.
5) Make a pop-up book
6) Make a roll book, (cashier tape)
7) Make a book mark
8) Make play dough food, (flour/water)
9) Use food coloring, (green)
10) Make a mask, (paper plates)

Themes

1) International Food Day
2) Make a nutty sandwich, (class project and home activity)
3) Things you like to eat
4) Supermarket shopping trip
5) Trip to the farm
6) Trip to a petting zoo
7) Make pretzels with green food coloring
8) Advertise your book of the week or month. Sell the book to another class.
9) Perform a play based on the book
10) Dress like your favorite characters
11) Use catch phrases from the story
12) Video tape and record the story

Titulo del libro: Hansel y Gretel
Publicado por: Editorial Norma S.A.
Ano de publicacion: 1987 Lugar: Columbia, Cali

Resumen

Una noche Hansel y Gretel escuchan a su padre y su madrastra diciendo que no tenian suficiente dinero para sobrevivir y que deberan deshacerse de los ninos. A la manana siguiente, los llevan al bosque con la excusa de juntar leña, y los dejan perdidos en el bosque. Pero los ninos, que habian escuchando la conversacion, usaron el pan que les habian dado como almuerzo para hacer bolitas y dejarlas en el camino, y asi poder encontrar el camino de regreso. Cuando fueron a buscar las migas, descubrieron que los pajaros se las habian comido. Toda la noche y el dia siguiente vagaron por el bosque. Finalmente dieron con una casa muy especial hecha de galletas, chocolate y dulce. Corrieron hacia ella y hambrientos como estaban, comenzaron a mordisquear la casa. Una mujer anciana salio de la casa, y los invito a entrar. Los trato muy amablemente, les sirvio una gran comida y los acosto. Al despertarse, se dieron cuenta que la anciana era verdadermente una bruja, que habia encerrado a Hansel en una jaula y planeaba engordarlo para poder comerselo. Gretel debia trabajar de sirvienta para la bruja. Cuando la bruja decidio que Hansel ya estaba lo suficientemente gordo para comerselo, encendio el horno, pero en un descuido Gretel la empujo al interior del horno y cerro la puerta. Gretel saco a Hansel de la jaula y antes de salir de la casa encontraron un cofre lleno de joyas. Se escaparon de la casa con el cofre y corrieron al bosque. Al poco tiempo encontraron su casa y su padre los estaba esperando arrepentido y preocupado. La madrastra de los ninos habia muerto y el padre estaba muy feliz de volverlos a ver. Asi gracias al cofre vivieron ricos y muy felices toda la vida.

Estrategias de Ensenanza para Ninos en Clases el los E.U.A.
Compresion (aural): Lectura en voz alt!
Evaluar la compresion a traves de preguntas y comentarios. Hacer preguntas.

Illustraciones: mostrando distintas ilustraciones pedirle a los ninos que ordenen las ilustraciones en el orden que ocurren en la historia.

Fonetica:

n	como en	pequena/cabana/lenador/ninos/manana extrana/dano
gr	como en	Gretel/regreso/regresar
br	como en	pobres/hambre/madrastra/padres/bruja hambrientos
tr	como en	madrastra/contrario/suatro/triste/encontrare tratando/encontrar/extrana/entren

Analisis Estructural:
Oraciones exclamativas:
* Los pajaros se comieron las migajas!
* En un cofre encontraron oro, plata y joyas!

Signos de Exclamacion: !
Caracteristicas de Ortografia:
Usos de las mayusculas: Los nombres propios llevan siempre mayuscula (Hansel/Gretel)

Cada vez que empezamos una oracion la empezamos con mayuscula.

Dramas:
Que paso con los ninos cuando descubrieron que los padres los iban a abondonar?
Que otras cosas podrian haber usado en lagar de las migas para encontrar el camino de vuelta a la casa?
Que hicieron los ninos al ver la casa de galletas y caramelos?

Cruzando el Topico a Otras Area de Contenido:

Oficios: Lenador

Que trabajo hace un lenador?
Para que usamos madera?
De Donde viene la madera que usamos en los muebles?

Tema: Hacer una casita de pan de Jenjibre como la casita de la historia

Titulo del libro: Los Duendes y el Zapatero
Autor: Contado por Margarita Robleda Moguel
Ilustrado por Monique Passicot
Publicado por: Houghton Mifflin Co.
Ano de publicacion: 1993 Lugar: Boston

Resumen:

La historia nos cuenta sobre una pareja de ancianos que vivian con su perro. Ellos eran Don Pedro, su esposa Lupita y Barrigon. Eran muy pobres y apenas tenian para comer. Un dia Don Pedro encontro un pedazo de cuero y le dijo a su esposa que haria un par de zapatos para un nino y lo venderia en el mercado para obtener un poco de dinero. Comenzo a cortar el cuero pero antes de terminarlo, la unica vela que tenia se apago y Pedro se fue a dormir.

Gran sorpresa se llevo al dia siguiente cuando volvio a su taller y encontro el par de zapatos. Con ese dinero compro mas cuero y comida.

Por varios dias consecutivos siguio ocurriendo lo mismo. A la noche Don Pedro cortaba el cuero y se iba a dormir y al dia siguiente encontraba un par de zapatos terminado. Un dia decidio no cortar el cuero y al dia siguiente nada encontro. Al fin decidio quedarse con su esposa y investigar lo que sucedia. Dejo un pedazo de cuero cortado y los dos se escondieron.

Vieron salir a unos pequenos y barbudos duendes con sombreros de punta. Mientras cantaban hicieron un par de zapatos. Los ancianos quisieron hablarles pero los duendes escaparon. A Lupita se le ocurrio dejarles comida: chocolates con churros. Al dia sugiente volvieron a encontrar un par de zapatos listos. Asi continuaron por varios dias hasta que una manana encontraron una carta que les decia que no volverian pues debian ir a ayudar a otra gente pero que les agradecian las meriendas.

Don Pedro y Lupita vendieron sus zapatos y nunca mas pasaron hambre.

Estrategias de ensenanza para ninos en clases de E.U.A.

- Semantica
- Secuencia
- Recuento

Fonetica: Uso de la Z

Al principio	En el medio	Al final
Zapato	Taza	Capaz
Zapatero	Cabeza	Rapaz
Zangano	Lazo	Veloz
Zanahoria	Bostezar	Coz
Zocalo	Manzana	Sagaz
Zapa	Terraza	Haz

Analisis Estructural: Uso de los signos de admiracion. Usar los signos de admiraciondonde corresponda:

Oh sorpresa
El perro se llama Barrigon
Nunca hubieramos podido con las tijerotas
Al dia siguiente fueron al mercado
Que ricas que estaban las meriendas
Como ne gustan los churros

Caracteristicas de la ortografia

Regla: Todas las letras que terminan en Z forman su plural cambiando la Z por la C y anadiendole "es". Formar el plural de las siguientes palabras:

Capaz (Capaces)	Vez
Pez	Sagaz
Tez	Rapaz
Coz	Veloz
Voz	Hoz

Literatura adicional para complementar:

"Tortillitas para mama". Traducido por Margo Griego/
Betsy L. Bucks/Sharon S. Gilbert/Laurel H. Kimball
Henry Holt and Company. NY, 1981
"Ramon makes a trade"
"Los cambios de Ramon" Barbara Ritchie. Illustrated by
Earl Hollander. Parmassus Press. California, 1959.

Poesias/Canciones/Rimas

Rima de Chocolate
En el mercado

Cruzando el topico a otras areas de contenido:

Matematicas: Trabajar con dinero

Los estudiantes aprenderan los valores de las monedas y haran los siguientes ejercicios:

- Cuantos dimes hay en $ 1.00?
- Cuantos bellones?
- Cuantos pesetas?
- Cuantos centavos?
- Pepe tiene: 2 centavos
  3 bellones
  5 dimes
  1 pesetas
  Cuanto dinero tiene en total?
- Juan va al mercado y compra: 3 sodas @ $ 1.59 cada una
  2 libras de arroz @ .99 cada una
  Cuanto gasto en total? Si paga con un billete de $10.00.
  Cuanto le daran de vuelto?

Languaje: Para que sirve una carta? Cuales son sus distintas partes?
El maestro explicara las distintas partes de una carta.
Localidad
Fecha
Destinatario
Saludo
Introduccion del texto
Texto o Asuntos
A continuacion elicitara de los alumnos porque enviamos cartas.
Debe quedar claro que las cartas sirven como medio de comunicacion.
Luego les hara leer la carta de la historia.
Preguntas: Cual es el saludo en la carta anterior?
Cuantos parrafos tiene la carta?
Que cortesia se expresa el la despedida?

Ciencias: Seguir instrucciones de una receta. Mezclar ingredientes. El uso de medidas de capacidad y volumen en el sistema ingles y el sistema metrico.

Churros con Chocolate

Materiales: 24 onzas de harina (Onza: la unidad basica de peso)
32 onzas liquidas de agua (Onza liguida medida de capacidad del sistema ingles)
8 onzas de azucar
5 onzas de chocolate semi-dulce
Una manga de decorar
1 taza de aceite de freir

Hechar la harina en un recipiente. Agregar agua tibia poco a poco y revolver hasta que se forme una mas similar al engrudo. Amasar con la mano. Dejar reposar por una hora en la nevera. Sacar de

la nevera y cimerzar a llenar la manga de decoracion con la mezcla. Hacer los churros. Poner el aceite en una olla y colocar los churros. Dejar freir unus 2 minutos hasta que se doren por fuera. Espolvorear con azucar. Derretir el chocolate, sumergir los churros y sacarlos. Dejar enfriar unos minutos.

Si cada onza = 28 gramos
cada onza liquida = 30 mililitros

Como escribirias la receta en el sistema metrico?

Estudios Sociales: El maestro presentara a los estudiantes la nocion de lo que es La Familia. Los estudiantes comenzaran la leccion a partir de que "El mundo es nuestro hogar."

El pais es miembro del mundo
Las personas forman un pais
La comunidad es miembro de un pais
El vecindario es miembro de la comunidad
Distintos grupos familiares forman un vecindario
La familia es miembro del vecindario

El maestro elicitara de las estudiantes porque somos un grupo.
Porque: Vivimos juntos
Nos comunicamos
Nos necesitamos unos a otros
Hacemos cosas en comun
Compartimos algo
Tenemos una actividad en comun

Los estudiantes deberan, a partir del mapa del mundo ur mencionando el continente en que se encuentran, el pais, el estado la ciudad, el barrio, el vecindario, la calle donde viven y finalmente nombrar a los miembros de su familia.
Ademas contestaran: Por que deben respetarse mutuamente?
Por que deben de ayudarse mutuamente?
Asociar la siguiente pregunta a la historia leida y contestar Por que uno debe ayudarse a si mismo?

Titulo: La Oruga Muy Hambrienta Autor: Eric Carle
Publicado por: Scholastics Inc., 1989, N.Y.
Ilustrado por: Eric Carle

Resumen:

Este cuento se trata del nacimiento de una oruga y como el se alimenta cada dia de la semana. Al principio comia solamente frutas pero despues de tanta hambre que tenia se comio diez diferentes tipos de comidas. Fue tanto que le dio dolor de estomago. Despues no comio tanto. Se pudo controlar y se convirtio en una bella mariposa.

Estrategias de ensenaza

1-Discusion improvisada. Escribo todo lo que los estudiantes saben sobre la oruga y sobre el hambre.
2-Visuales. Traer fotos de orugas, mariposas y alimentos.
3-Metodo de lectura a base de experiencia.
Discutiremos sobre las experiencia con las mariposas, alimentos o orugas. Se escribe todo en un cartel de experiencias.

Fonetica

En este cuento se puede repasar la h silenciosa, el sonido de la l y el sonido de la p.

Para conocer el sonido de la l y la p se puede oir y extraer. Para la h silenciosa es necesario que los estudiantes lea las diferentes palabras del cuento. El necesario el sentido visual.

Los estudiantes tendrian que buscar las palabras como huevecillo, hambrienta, hoja, etc.

Analisis Estructural

1. Plural. El como algunas palabras se le anade una s al final para decir mas que uno. Por ejemplo, peras, naranjas, ciruelas, fresas.
2. La coma. Buscar como la coma se esta usando en este cuento. Por ejemplo, se usa para separar los diferentes alimentos.

Caracteristicas de Ortografia

1. Ensenar o repasar el acento de las palabras agudas. Son las palabras terminadas en n, s o vocal y llevan la accentuacion en la ultima vocal.
2. Silabeo. Descomponer palabras en silabas como; oruga, luna, domingo. Monosilabas, bisilabas y trissilabas.
3. Diptongos. Reconocer las palabras con los diptongos ai, ue, ia, io.

Literatura Adicional

Perera, Hilda. Pericopin. Everest, 1989.
Rohmer, Harriet. La Montana del Alimento. Rigby, 1990.
Stewart, Tabori & Chang. Mariposa. Rigby, 1992.
Still, John. Asombrosas Mariposas. Dorling Kindersley, 1991.

Poesias/Canciones/Rimas

Griego, Margot. La Mariposa Linda. Tortillas Para Mama. Henry Holt & Co. Inc. 1981.
Grosso, J.B. Los Alimentos. Arcoiris de poesia infantil. Editorial Universitaria, 1987.
Maillo, Adolfo. La Mariposa. Arcoiris de poesia infantil. Editorial Universitaria, 1987.

Cruzando a otras areas

Escritura

-Usando el mismo patron del cuento los estudiantes pueden cambiar el personaje o los alimentos o hasta el final del cuento.

-Pueden crear poesias sobre las mariposas.

Matematicas

-Se repasan las dias de la semana
-Se cuentan los alimentos de cada dia y se hace un diagrama.

Ciencias

-Se observa una oruga en la clase hasta volverse mariposa.
Usando el Metodo Cientifico cogen notas.

Arte

-Se dibujan mariposas y se recortan y los guindan de techo.

Actividad

-Tenemos diferentes tipos de frutas y hacen una ensalada de frutas y todos comen.

Titulo: El Patitio Feo
Publicador: Susaeta
Ano de publicacion: 1981
Lugar: Espana

Resumen:

La historia se trata de una pata que tuvo un patito diferente a los otros y lo llamo "El Patito Feo". Sus hermanos los abandonaron y el patito feo decidio ir al lago. Alli se escondio entre los juncos. Una viejecita lo encontro y lo tuvo con ella hasta la primavera. Una manana lo echo de la casa un gato que le tenia envidia y el patito se refugio de nuevo el el lago.

Mientras nadaba, vio que venian unos hermosos cisnes. Escondio la cabeza pensando que querian pegarle otra vez, pero con sorpresa vio su imagen reflejada en el agua; se habia convertido en un bellisimo cisne blanco.

Analisis Fonetico

Introduccion del sonido de las letras P, F, H

El Sonido de la letra P:

Mediante la lectura de la historia, El Patito Feo, los ninos identificaran las palabras que tengan el sonido de la letra p. Por ejemplo:

patito	perros
pata	perfecto
empollar	aparecieron
pregunto	opino
siempre	primavera
proles	perisiguio
pronto	sorpresa
pobre	pensando
disparo	

Los ninos usaran las palabras anteriores en oraciones.

El sonido de la letra F:

Elaboracion de una poesia basada en palabras que tengan el sonido de la letra f. Por ejemplo:

Florinda Franco ofrece flores,
Frescas flores perfumadas.
Mis flores frescas son las mejores,
de mi lindo jardin fueron cortadas.

Los ninos seran divididos en grupos. Cada grupo creara su propio diccionaro de la letra f.

Analisis Estructural

Uso de los signos de interrogacion

Los signos de interrogacion se usan para indicar preguntas. Por intermedio de la lectura de El Patito Feo se explicara a los estudiantes el uso de los signos de interrogacion.

- #1 Los ninos buscaran en la historia, El Patito Feo, cinco preguntas y las escribiran en sus libretas.

- #2 Motivar a los ninos para que formulen preguntas sobre detalles que no estan desarrollados en la historia. Por ejemplo:

Como llego el huevo de cisne hasta el nido de la pata?
Con que proposito la viejecita llevo al patito feo a su casa?
El patito feo, era en realidad feo?
Por que al patito feo le atrae los cisnes?
Que sucedio con la pata y los patitos hermanos del patito feo?

El Parrafo

El parrafo consiste en una serie de oraciones encadenadas entre si y con una idea central.

En una catelara se escribiran tres parrafos unidos entre si y de acuerdo a las reglas de un parrafo, estos seran separados con los ninos.

Actividad

Los ninos escribiran un parrafo sobre el personaje favorito de la historia El Patito Feo.

Caracteristicas de la ortografia

Atraves de la lectura se nota el predominio de las palabras agudas. Por ejemplo:

sera	equivoco	proteccion
jacto	holgazan	inicio
parecio	empezo	rodeo
penso	increpo	apuro
animo	quiza	asistio
sintio	fracaso	jadeo
pregunto	exclamo	diviso
volvio	salon	vaojo
calento	comprendio	aguanto
derribo	razon	resistio
contemplo		

Lectura Adicional

Libros:

Bambi

Pulgarcito

Rudolph the Red Nosed Reindeer

Los Sapos y la Lluvia (Juan Carlos Nicholls).

Chiquito pero Listo (Zoraida Vasquez y Julieta Montelongo).

El Patito Tito (Sabine R. Ulibarri).

Dumbo

La Hormiguita Solitaria (Luis Perez Espinos)

Trouble with Friends (Stan and Jan Berenstain).

La Ranita Perdida (Luis Perez Espinos)

Canciones

La Patita

Los Paticos

Poemas

Who Am I?

Butterfly

Extendiendo el topico a otras areas de contenido

Ciencias

Incubacion del huevo

Los ninos aprenderan el proceso de la incubacion de un huevo por medio de la incubacion del mismo.

En un cartel se mostrara y explicara las etapas de los 21 dias de incubacion de un huevo.

Los ninso mantendran un diario sobre la observacion del proceso.

Las Aves

Los ninos aprenderan las caracteristicas de las aves observando y analizando el pollito.

Los estudiantes haran un mural en grupos. Este exhibira algunas aves y sus caracteristicas

Estudios Sociales

La cultura y sus manifestaciones

Los ninos aprenderan lo que es una cultura.
Los ninos, con ayuda del maestro, haran un estudio acerca de los principales aspectos de la cultura Estadounidense.
Los ninos seran divididos en grupos para hacer un estudio de sus propias culturas. Se haran presentaciones y los trabajos seran expuesto en una cartelera.

Matematicas

Problemas: Los ninos resolveran los siguientes problemas basados en el cuento El Patito Feo.

Cuantos huevos esta calentando la pata?
Si la pata calentando 5 huevos, cuantos patitos naceran?
Cuantos patitos quedaron al marcharse el patito feo?
Cuantos duenos tuvo el patito feo?
Cuantas aves habian en el cuanto en total?
Cuantos hermanos tenia el patito feo?
Cuantos personajes no querian al patito feo?
Si el patito feo nacio en el verano y encontro su familia en la primavera, Cuantos meses tardo en encontrar a su familia?

Temas Posibles

Las aves
La finca
La vida acuatica
El Bosque
La familia
Las estaciones
La caza
La fantasia
Los desamparados
La sobrevivencia
Los animales domesticos
La amistad
La envidia

Title: The Snowy Day
Publisher: Puffin Books
Year Published: 1963
Author: Ezra Jack Keats

Synopsis:

The story is about a boy's love of snow. The boy plays in the snow with friends. The boy also finds different ways he can play in the snow.

The boy then puts a snowball in his pocket and takes it home. When the boy looks for his snow he realizes that it is gone. The snowball is melted.

Second Language Teaching Strategies:

TPR - Total Physical Response
Thematic Webbing
Visuals
Read Aloud

Phonics:

1. Identify words that contain the short or long vowel sound.
2. Identify words that have the "ing" ending.
   ex. smacking, walking, smiling
3. Identify beginning and ending "th" sounds.
   ex. the, this, path, with

Structural Analysis:

1. Words which are in the past tense.
   ex. piled dragged walked
   covered climbed
2. What is the story about?
3. Identify the words that are base words.

Sight Words:

1. List compound words:

snowball	snowsuit	outside
into	everywhere	something
snowman	breakfast	

2. Introduce new vocabulary words:

winter	street
snow	path

3. Identify the contractions in the story. ex. wasn't
4. Identify the sight words (Dutch list).

up	out	the	and
one	on	was	a
to	with	like	that
but	not	big	

Complementary Literature:

Snow in the City
by: Berta Elmer Hader

Katy and the Big Snow
by: Virginia Lee Burton

Cross-Content Topics:

Science

1. What is snow?
2. Define weather
3. List the four (4) seasons
4. What type of clothing is necessary to play in the snow?
5. Will snow melt is you put it inside?
6. What temperature does snow need?

7. What animals can live in cold weather?
8. Compare and contrast snow

Social Studies

1. What type of clothing do you wear to play in the snow?
2. What type of house do you need in the winter?

Math

1. How much snow is outside?
2. What would you use to measure snow?
   ex. ruler, cup
3. Can you read and note the temperature outside?
4. Find the circumference of a snowman.
5. What temperature in Celsius and Fahrenheit?
6. Make big and small snowball.
7. How many different shapes can you make in the snow?
8. Make a snowman using different shapes.

Possible Themes:

Weather
Animals
Shelter
Countries

Title: Stevie
Author: John Steptoe
Illustrator: John Steptoe
Publisher: Harper-Trophy - A Division of Harper Collins Publishers
Year Publisher: 1968 Place: New York, New York.

Synopsis:

A wonderful children's story, written when the author was nineteen, about a young boy Robert whose Momma tells him that "a little friend is going to come to stay with him". The little friend's name is pre-schooler Stevie whose parents must work far away to make ends meet and so Robert's Momma offers to have him stay with them during the week until Saturdays when his parents pick him up for the weekend. So, Stevie moves in with his crybaby self and Robert doesn't like him very much because Stevie breaks his toys, leaves dirty footprints on his bed, and has to take him everywhere with him. But then Stevie leaves and Robert realizes that he misses him. He misses playing Cowboys and Indians, and fixing him a bowl of cereal in the morning while they watch cartoons together. Robert wonders if maybe, Stevie wasn't so bad after all.

Second Language Strategies:

1) Since this book is recommended for ages 4-8, the teacher would read to the students (read aloud).
2) role playing - students would re-enact the story and create a play to be presented to other classes.
3) Students would do experience stories of similar situations they have encountered or write a commentary on their thoughts and feelings about the story using LEA (Language Experience Approach).

Phonics: s as in Stevie (initial sound)
r as in Robert (initial sound)

1) Have students identify words that have s or r as initial sounds. Split students into 2 groups
(s,r) or do one letter at a time with the whole class.

2) Pair up students to compare their finds and create a unanimous list.
3) Pairs read their words (or come up and write them on the chart) and teacher records them on charts.

Structural Analysis: Punctuation

1) Quotation marks (" ") as in a dialogue. Whatever is inside the quotation marks are the exact words that you must say. Practice with role playing.
2) Question marks (?) Use a question mark at the end of a sentence when someone is asking a question. Circle all the question marks that are on your paper. Students can create own questions and teacher records them.

Sight Words: she he my me mother father said and with the

1) Read them together
2) Find them in the story (individually or group)
3) How many times was the word _____ in the story?
4) Play matching games using the sight words. Continue to add words to the game. (ex. Memory).

Complementary Literature:

Relationships (siblings or friends):

She Come Bringing Me That Little Baby Girl by Eloise Greenfield.
Hawk, I'm Your Brother by Bayor

New Boy in School by Justus
The Book About Me

Poetry/Songs/Rhymes:

Relationships (friends, family): Mother Goose Nursey Rhymes

- Jack and Jill
- Mary Had A Little Lamb
- I Love You, You Love Me...

Cross Content:

Social Studies: Families - How you relate to your family. What relationships are important besides family? (Ex. friends, cousins, grandparents, pets). Create a web of students' responses for "family members" and "important others".

Math: Graphing - How many siblings do you have?

- less than/more than - Are your siblings younger (less) than 10 or are they older (more) than 10?
- Addition - total up responses

Language Arts: Create your own story (using LEA if necessary) or invented spelling about some of your experiences with brothers, sisters, friends, etc. Read it to the class when finished. Do illustrations.

Possible Themes:

Relationships between family members of a family or friends.
Families
Feelings
Me
Peer Pressure

Title: The 500 Hats of Bartholomew Cubbins
Author: Dr. Seuss (Theodore S. Geisel)
Illustrator: Dr. Seuss
Publisher: Random House
Publication Year: 1938

Second Language Teaching Approaches: Language Experience
Second Language Teaching Strategies: Choral Chanting:

p. 53 "Clear the way! Clear
the way! Make way for
the King!"
p. 66 "And there were 3
more down in the town,
said the King."
p. 77
"Dig a hole five furlongs deep,
Down to where the night
snakes creep,
Mix and mold the mystic mud,
Malber, Balber, Tidder, Tudd."

"Winkibus
Tinkibus
Fotichee
Klay,
Hat on this demon's head,
Fly far away!
Howl, men, howl away,
howl away, howl away,
Yowl cats, yowl away,
yowl away, yowl away!
Hat's on this demon's head,
Seep away, creep away, leap
away, gleap away,
Never come back!"

p. 78
"Be clam, oh, Sire, and have no
fears,"
Our charm will work in ten
short years."
p. 88
"Right on the seat of his royal
silk pants."

(Discuss the rhythm and see whether the students can determine where they have heard this rhythm before. If they recognize it, and of course if they have heard the story, the students will be able to determine that it is reminiscent of "not by a hair of my chinny chin chin!" -- The Three Little Pigs. It is recommended that The Three Little Pigs story be read with and to the students prior to working with this particular text so that the aural association may be made, or at least attempted.)

p. 90
"no basket on his arm, no hat on his head, but with five hundred pieces of gold in a bag."
p. 91
"They only could say it just happened to happen and was not very likely to happen again."

Cognitive: Summarizing
Predicting
Analogies

e.g., Alaric wears a ruler instead of a sword. Predict through analogical analysis, what Snipps wears at his side.

Phonics:
Long vowel Identification -- i and a in /ain/ - ending words.

i		/ain/
five	gigantic	explained
liked	mile	against
spires	white	again
mighty	spiral	plainest
sunrise	sight	
right	biting	
tighter	idly	
behind	spite	
directly	sighed	
fright	nice	
I		
politely		
Sire		
mine		
twice		
winding		
higher		
pile		
advise		
fine		
side		
wise		
paradise		
idea		
I'll		
frightened		
tired		
time		
mightiest		

Consonantal Sound: /d/ Initial, Medial, Final; also, bi- or tri- local.

/d/

trembled
hundred
held
suddenly
Fiddlesticks
doing
paddled
dig
Tiddler
Tudd
mud
deep
demon
good
dungeon
idly
friendly
wind
windows
sadly
I'd
dreadful
cowardly
middle
agreed
commanded
madder
ordinary
pudgy
Nadd
does
Duke
proud
send
Wilfred
forehead
driving
mad
strode
hard
afraid

hand
didn't
carried
had
old
oldest
kingdom
Didd
Derwin
Stood
down
broad
fields
edge
sound
sidewalks
gold
thunder
could
stood
Guards
indeed
do
loudly
impudence
demanded
head
command
did
impudent
toward
gardens
lords
ladies
wondering
drawbridge
sped
courtyard

(Students will locate all words possessing the /d/ sound, then determine if the sound is initial, medial, final, and/or multi-local.)

(Students will also congregate into groups wherein they will be assigned pages from the text from which they are to cull the d - words. Thereafter, the groups will report to the whole class so that a master list without repetition may by compiled. It is from this list that the students will be required to locate the d - words in a Word Grid (word find) Puzzle.)

<u>Specialized Vocabulary:</u>

parapet
turret
realm
yeoman
furlongs
mystic
executioner
dungeon
spires
mansion

Sight Words:

Students will make a list of all the sight words, then the class will compose a Round-Robin style story which will be taped wherein each child is to use the next sight word on the list at least once in his contribution to the story.

Complementary Literature:

Hats, Hats, Hats (Morris/Heyman)

Caps for Sale (Slobodkina)

Poetry/Songs/Rhymes/Plays:

Students will compose original poetry and songs based on the story for another teacher to use as supplementary material.

Students will perform a play complete with props made by them based on the story.

Cross Content Topics:

Prior to engaging in research (historical), students will do a complete character analysis of each character in the story -- both those present and absent, and predict why the laments they observed are in the story.

Social Studies:

1) Students would research the natural habitat of cranberries, then attempt to deduce, based on their findings for the natural habitat of cranberries, the setting of the story in terms of not only country and/or continent, but time period. If students encounter an anachronism, then they must account for it.
2) Students could then engage in a long-term study of the medieval period and research the foods, fashions, norms, mores, codes, scientific trends, laws, and economy of that period. Based on their findings, the students would then be asked to find elements in the story to support their findings.
3) Students would then research the history of hats for both women and men in Europe and the other continents to ascertain if there existed any similarities, differences, or even intra-cultural contradictions.

Social Studies/Art:

Students would work on a subunit involving the calligraphy of the medieval time period, and then view an exhibit or view exhibits of art scrolls and illuminated manuscripts. In New York, for example, the students could visit The Cloisters. Students would then obtain the opportunity to produce facsimiles of illuminated manuscripts via auto-tutorials as well as workshops.

Mathematics:

Addition and Subtraction in One - ,Two - , and Multi-step problems.

1) How many hats do you think there will be in the story? (to be determined based on the title.)
2) When the king's carriage stopped in front of Bartholomew, how many hats did he have on his person?
3) Given: Bartholomew has taken off 45 hats while in the Throne Room. The king states that there were : 3 more in town." Bartholomew adds that 87 blew off his head. How many hats is that in all?
4) When Sir Snipps left the Room 136 hats had been seen. After the Grand Duke Wilfred acceded to defeat, 154 hats had been counted. How many did Wilfred knock off?
5) The Yeoman of the Bowman gave up at 155. Bartholomew reached 233 before reaching the executioner, how many hats did Bartholomew remove from his own head?
6) How many hats did the Executioner remove?
7) When Bartholomew returned to the king, how many hats had he produced in all?

8) All the hats were identical except for the last few. At 451 the hats began to change; "each new hat was fancier than the one before it." How many different styles of hats were there in all?

Possible Themes:

Women and head gear and/or head dress
Men and head gear and/or head dress
Stories with the element of the Evil Counselor (here, Wilfred) who gets his just due in the end, through punishment.

Books for Children:

Hughes, L. (1932). Popo and Fifina: Children of Haiti. New York, NY: MacMillan Company.
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Hughes, L. (1954). Famous American Negroes. New York, NY: Dodd, Mead, and Company.
Hughes, L. (1955). Famous Negro Music Makers. New York, NY: Dodd, Mead, and Company.
Hughes, L. (1955). The First Book of Jazz. New York, NY: Franklin Watts.
Hughes, L. (1956). The First Book of the West Indies. New York, NY: Franklin Watts.
Hughes, L. (1958). Famous Negro Heroes of America. New York, NY: Dodd, Mead, and Company.
Hughes, L. (1960). The First Book of Africa. New York, NY: Franklin Watts.
Hughes, L. (1970). The Poetry of the Negro 1746-1970. New York, NY: Doubleday & Company.

Books of Poetry:

Hughes, L. (1926). The Weary Blues. New York, NY: Alfred A, Knopf.
Hughes, L. (1931). The Negro Mother and other Dramatic Recitations. New York, NY: Golden Stairs Press.
Hughes, L. (1931). Dear Lovely Death. New York, NY: Troatbeck Press.
Hughes, L. (1932). The Dream Keeper and Other Poems. New York, NY: Alfred A. Knopf.
Hughes, L. (1947). Fields of Wonder. New York, NY: Alfred A. Knopf.
Hughes, L. (1951). Montage of a Dream Deferred. New York, NY: Henry Holt and Company.
Hughes, L. (1961). Ask Your Mama: Twelve Moods for Jazz. New York, NY.
Hughes, L. (1967). Don't Turn Your Back. New York, NY: Alfred A. Knopf.
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Plays:

Hughes, L. (1948). Street Scene. New York, NY: Chappell Music Company.
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Teaching LEP Students, Language Through Literature, A whole language approach

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APPENDIX A

PLANNING MODEL for English-as-a Second Language Instruction

TEACHING LEP STUDENTS, LANGUAGE THROUGH LITERATURE,
A whole language approach.

Title of Literature Piece _____
Publisher _____
Year Published _____ Place _____

Second Language Teaching Strategies

Phonics (sound(s)

Structural Analysis

Sight Words

Possible Themes

Complementary literature

Poetry/Songs/Rhymes/Drama

Cross Content Topics (other academic disciplines)

APPENDIX B

BOSQUEJO PARA PREPARAR LECCIÓNES EN ESPAÑOL

TEACHING LEP STUDENTS, LANGUAGE THROUGH LITERATURE,
A whole language approach.

Unidad para la enseñanza de literatura

Título del libro _____

Publicado por _____

Año de publicación_____Lugar_____

Estrategias de enseñanza para niños en clases en los E. U. A.

Fonética

Análisis Estructural

Características de Ortografía

Moral del cuento

TEMA

Literatura adicional para complementar

Poesía/Canciones/Rimas/Drama

Cruzando el tópico a otras áreas de contenido (disciplinas académicas)